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ABSTRACT

People of all ages are addressed in this bibliography of multicultural literature. It focuses on four major ethnic groups: African Americans, Asian Americans, Latino Americans, and Native Americans. Within each category a distinction is made between those works with an authentic voice and those with a realistic voice. An authentic voice is an author or illustrator who is from the particular ethnic group and brings expertise and life experience to his/her writings or illustrations. A realistic voice is that of an author or illustrator whose work is from outside that experience, but with valuable observations. An asterisk notes the distinction. No distinction is drawn between juvenile literature and adult literature. The decision is left to the reader to make the choices, because some adult literature may contain selections appropriate to children. Two appendices provide: a selected annotated bibliography (14 entries) on multiethnic/multicultural literature references and analyses and sources of multiethnic/multicultural books. (SPM)

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ED 407 388

A Never Ending ... Never Done...

Bibliography of Multicultural Literature for Younger & *Older* Children

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Introduction

Compiling a bibliography for others is an idiosyncratic, yet, well meaning practice. Such is the case for this effort and here are the reasons.

1. This bibliography focuses on four major ethnic groups: *African Americans, Asian Americans, Latino Americans and Native Americans.*

This is done with the understanding that none of these groups are monolithic and each group has an infinite range of diversity. This bibliographical effort is respectful that the people within these groups have been inculcated with ethnic and cultural connections as well as with universal practices and patterns of behavior.

2. This bibliography emphasizes authentic and realistic voices.

Authentic voices are likened to diamonds because they provide genuine perspectives from individuals who have the expertise, life experiences and group identity membership to provide authentic realism to the words, tenets, accounts, and interpretations of the text they are creating. Within the parameters of authenticity there is diverse latitude of representative voices. Realistic voices are likened to zircons. They are the voices of keen observers whose discourse may be excellent or superb; their discourse, whatever the genre may appear real, and in some cases they may give brilliant presentations which outshine authentic voices. Nonetheless like a zircon, which looks and functions in many respects like a diamond, but is not a diamond, so are the cases of realistic accounts in both fiction and non fiction discourses. This resource presents authentic and realistic voices. The authentic works (authors and illustrators) are identified with an asterisk (*). Any errors noting authentic voices are unintentional and all attempts will be made to correct them in future editions.

Avoided in this compilation were the detached observers, the authors, whose discourse echoed a non-vested interest. Unlike authentic and realistic voices, detached observers tend to view certain people, events, and activities as remote objects of the discourse rather than subjects within the genre. Any one or a combination of the following human constraints: ignorance, naivete, supremacy conditioning or privilege status enables such voices to marginalize - impersonalize - minimize information about the people, events, settings, themes, differentness, and historical connectedness so integral to any discourse. Certainly, point of view is a basic literary element. However, too often, many people become comfortable getting their understanding of others, who are culturally and ethnically unlike themselves, from secondary sources. They read, listen, and use descriptions provided by those whose observations, at best, provide a remote point of view.

3. This bibliography supports a literary challenge that is never ending . . . never done . . . .

The work of locating, creating, disseminating, and understanding multicultural / multiethnic literature is an ongoing process because such work cannot be definitive. This is how it must be, much to the chagrin of some and to the delight of others.

4. This bibliography transcends age groups.

It is easy to define young children as bigger than infants though not yet adolescents. It is also easy to define older children because no matter how old one becomes, he or she is always someone's child. Because there are so many aspects of literature written for children that capture the sensibilities of adults, and, because literature written for adults often contains gems of wisdom and vignettes about life to be treasured by children, this source is for younger and *older* children. Rather than judge mentally what is chronologically suitable for a specific audience, that decision is left to the individual (which in many cases will be a teacher, librarian, parent, or other significant person in a young child's life). Obviously there are portions and selections in books which are generally written for adults that are not suitable for children. However, within those very same books there are often passages and stories which can delight the hearts, challenge one's own and others' thoughts, align the past, explain the present, and predict the future of both the young, the old, and those who are somewhere in between. It is the individual who must decide how to allow literature, such as the selections included here, to nurture the hearts, inform the minds, and ignite the dreams of younger and *older* children.

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African Americans

***Books by African Americans and Africans**
Books about African Americans and Africans

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Aardema, Verna. (1975). *Why mosquitoes buzz in people's ears.* Illustrations by *Leo and Diane Dillon. New York: Dial.

Adler, C. S. (1988). *Always and forever friends.* New York: Ticknor & Fields.

Adler, David A. (1989). *A picture book of Martin Luther King, Jr.* Illustrated by Robert Casilla. New York: Holiday.

Adler, David A. (1986). *Martin Luther King, Jr. : Free at last.* New York: Holiday House.

Adoff, Arnold. (1982). *All the colors of the race.* Illustrated by *John Steptoe. New York: Lothrop, Lee & Shepard.

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Aragon, Jane Chelsea. (1989). *Salt hands.* Illustrated by Ted Rand. New York: E.P. Dutton.

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AIA = Asian Indian American

C = Chinese
CA = Chinese American

F = Filipino

I = Indochinese
IA = Indochinese American

J = Japanese
JA = Japanese American

K = Korean
KA = Korean American

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Latinos

***Books by Latinos about Latinos**
Books about Latinos

Mindful of their unique cultural distinctions which become blurred and ignored by the term Hispanic, Latinos define themselves. They are Mexican-Americans and Chicanos, Puerto Ricans and Nuyoricans, Cubans, Dominicans, Guatematecos, Chileans, Venezuelans and others. They are the sons and daughters who have come from the more than twenty Spanish speaking countries and United States' territories in the Western hemisphere and they are the descendants of those sons and daughters.

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Sullivan, Charles (Ed). (1994). *Here is my kingdom: Hispanic-American literature and art for young people.* Foreward by *Louis R. Cancel. New York: Harry N. Abrams, Inc. A Times Mirror Company.

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Walker, Paul R. (1991, 1988). *Pride of Puerto Rico:The life of Roberto Clemente.* New York: Harper Collins.

Additional authors & titles:

The three largest Latino groups in the United States are Puerto Ricans and Nuyoricans, Mexican-Americans / Chicanos, and Cuban-Americans. The authors and titles listed below are organized to respectfully acknowledge cultural distinctions .

Puerto Rican Americans

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*Getz, Arthur. (1979). *Tar beach.* New York: Dial Press.

*Harlan, Judith. (1988). *Hispanic voters: A voice in American politics.* New York: Franklin Watts.

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*Mohr, Nicholasa. (1973). *Nilda.* New York: Harper.

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Molnar, Joe. (1974). *A Puerto Rican-American child tells her story.* New York: Franklin Watts.

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Rohmer, Harriet, and Rea, Jesus Guerrero. (1987). *Araiba and Niguayona.* San Francisco: Children's Book Press.

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Additional authors & titles:

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Cuban Americans

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*Curtin, Margaretta. (1974). *Cubanitos in a new land: Cuban children of Miami.* Hialeah, FL.: Miami Press.

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Philipson, Lorin, and *Llerena, Rafael. (1980). *Freedom flights.* New York: Random House.

Additional authors & titles:

Mexican Americans / Chicanos

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*Anzaldua, Gloria. (1993). *Friends from the other side.* Illustrated by *Consuelo Mandez. San Francisco: Children's Book Press.

*Canderlaria, Nash. (1988). *The day the Cisco Kid shot John Wayne.* Tempe, AZ: Bilingual Press/Editorial Bilingue.

*Castellanos, Rosario. (1988). *A Rosario Castellanos reader.* Austin, TX: University of Texas Press

*Cisneros, Sandra. (1986), *The house on Mango Street.* Houston: Arte Publico.

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*Gonzales, Genaro. (1991). *Only sons.* Houston: Arte Publico Press.

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*Rivera, Edward. (1983). *Family installments: Memories of growing up Hispanic.* New York: Penguin.

*Rivera, Thomas. (1991 / 1992). *Tomas Rivera: The complete works.* Houston: Arte Publico Press.

*Rivera, Tomas. (1990, 1971). *Y no se lo trago a tierra / An the earth did not devour him.*

*Rodriquez, Richard. (1983). *The hunger of memory: The education of Richard Rodriquez.* New York: Bantam.

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Additional authors & titles:

Native Americans

***Books by Native Americans about Native Americas**
Books about Native Americans

*Alexie, Sherman. (1993). *The Lone Ranger and Tonto fist fight in heaven.* New York: Harper Collins.

*Ashabranner, Brent. (1984). *To live in two worlds.* New York: Dodd, Mead.

Baker, Olaf. (1987). *Where the buffaloes begin.* New York: Fred Warne.

Beck, Mary. (1989). *Heroes and heroines in Tlingit-Haida legend.* Seattle: Alaska Northwest Books.

*Bennett, Kay. (1980). *Kaibah: Recollections of a Navajo girlhood.* Publisher: Kay Bennett

Bierhorst, John (as retold by). (1987). *Doctor Coyote: A Native American Aesop's fables.* New York: Macmillian.

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*Bruchac, Joseph. (Ed.) (1995). *Aniyunwiya / Real human beings: An anthology of contemporary Cherokee prose.* Greenfields Center, New York: Greenfield Review Press.

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Cameron, Anne (as retold by). (1987). *How raven freed the moon.* Madeira Park British Columbia, Canada: Harbour Publishing Company.

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Fleischman, Paul. (1990). *Saturnalia.* New York: Harper Collins.

Fradin, Dennis B. (1988). *The Pawnee.* Chicago: Children's Press.

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*Hale, Janet Campbell. (1974). *The owl's song.* New York: Doubleday.

*Hale, Janet Campbell. (1993). *Bloodlines: Odyssey of a native daughter.* New York: Random House.

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*Highwater, Jamake. (1985). *Eyes of darkness: A novel.* New York: Lothrop, Lee, & Shepard Books.

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Jenness, Aylette and *Rivers, Alice. (1989). *In two worlds: A Yup'ik Eskimo family.* Boston: Houghton Mifflin.

*Johnson, Basil H. (1994). *Tales of the Anishinaubee: Ojibway legends.* Toronto: University of Toronto Press.

*Johnson, Basil H. (1986). *By canoe and moccasins.* _____: Waapoone Publishing.

*Johnson, Basil H. (1978). *How the birds got their colours.* _____: Kids Can Press.

Markoosie. (1970). *Harpoon of the hunter.* Illustrated by *Germaine Arnaktauyok. Montreal: McGill: Queen's University Press.

Martin, Bill, Jr., and Archambault, John. (1987). *Knots on a counting rope.* New York: Henry Holt.

*McNickle, Darcy. (1936). *The Surrounded.* _____: Dodd.

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Norman, Howard. (1989). *How Glooskap outwits the ice giant and other tales of the Maritime Indians.* Boston: Little, Brown.

O'Dell, Scott. (1988). *Black star, bright dawn.* Boston: Houghton Mifflin.

O'Dell, Scott. (1976). *Sing down the moon.* New York: Dell.

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Seals, David. (1990). *The powwow highway.* New York: Plume.

*Silko, Leslie Marmon. (1996). *Yellow woman and a beauty of the spirit.: Essays on Native American life today.* New York: Simon and Schuster.

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*Welch, James. (1986). *Fools crow.* New York: Viking.

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*Yue, Charlotte, and Yue, David. (1988). *The igloo.* Boston: Houghton Mifflin.

*Zepeda, Ofelia. (see Evers, Larry and Zepeda, Ofelia 1995) Eds. above)

Additional authors & titles:

Multiethnic / Multicultural Literature References and Analyses

Selected annotated bibliography

prepared by
Toni S. Walters, Ph. D.
Oakland University
Rochester, Michigan 48309

The African-American Experience. (1993). Orlando, Fl: Harcourt Brace Jovanovich, Inc.
(This guide supports infusing multicultural literacy into the classroom curriculum. The three distinct bibliographies are: (1) books for parents and teachers, (2) resources in multicultural education, and (3) award winning and notable books for children. The indexes are of authors and illustrators, and titles.)

Cummings, P. (1995). *Talking with the artists: V. 2.* New York: Simon and Schuster.
(Artists share their reasons, styles and choice of mediums for the art they do for children's literature.)

Edmonds, L. (1986). The treatment of race in picture books for young children. *Book Research Quarterly.* 2 (3) 30-41
(This article deals with how minortity and majority characters are portrayed in children's books. Although the publishing trend of the 1960s and 1970s slightly increased the number of books featuring minority charcters, during the 1980s there was a marked decrease. The author concludes by challenging mainstream publishers to present pluralistic images to young children.)

Fox, N. (1993). Politics and literature: Chasing the "isms" from children's books. *The Reading Teacher,* 46, (8), 654-658.
(Fox confronts her white identity to illustrate how her childhood and adult encounters with text reflect politics, values and supremacy propaganda.)

Gillespie, C. S., Powell, J. L., Clements, N. E., & Swearingen, R. A. (1994). A look at the Newbery medal books from a multicultural perspective. *The Reading Teacher,* 48, (1), 40-50.
(An investigation of 73 Newbery Medal books (1922-1994) to identify ethnicity of characters revealed that White Anglo-Saxons are main, minor, or mentioned characters in 90% of the books. The authors discuss implications of their total findings and the use of the Newbery Award books in multicultural literature programs.)

Harris, V. J. (1993). *Teaching multicultural literature in grades K-8.* Norwood, MA: Christopher-Gordon Publishers, Inc.
(Harris provides lists of titles along with culturally responsive classroom strategies for using multicultural literature across the curriculum.)

Hirschfelder, A. B. & M. Kreipe de Montano. (1993). *The Native American almanac: A portrait of native America today.* New York: Prentice Hall.
(This source emphasizes Native American experiences, achievements and points of view. The significant contents for this portrait discuss: the historical relationships between Native Americans and Whites in the U. S., Native Americans today, Supreme Court decisions, the Bureau of Indian Affairs and health services, tribal governments, languages, education, religion, games and sports, film and video arts employment, and military service.)

Hirschfelder, A. B. (1982). *American Indian stereotypes in the world of children: A reader and bibliography.* Metuchen, NJ: The Scarecrow Press, Inc.
(This source, sometimes hard to locate, is worth the extra effort. The book contains essays, commentaries, and references which refute colonialist justifications, confront racist distortions, and attack marketed stereotypes.)

Ramirez Jr., Gonzalo & Ramirez, Jan Lee. (1994). *Multiethnic children's literature.* New York: Delmar Publishers.
(According to the authors, their annotated bibliographies for grades K-8 are "books for or about African Americans, Latinos, Asian Americans, and Native Americans." Grade levels are suggested for each book. This resource also contains an informative overview, book selection guidelines, and activities.)

Ruoff, A. Lavonne Brown. (1991). *Literatures of the American Indian.* New York: Chelsea House Publishers.
(This book interprets literature as both oral and written works. It emphasizes the significance of American literature prior to writings in English, writings in English 1772-1967, and a literary renaissance beginning 1968 to the present.)

Sawyer, W. E. & Comer, D. E. (1996, 1991). *Growing up with literature. Second edition.* Albany, NY: Delmar Publishers.
(The extensive collection of book titles and numerous hands on activities makes this reference a good one for early childhood educational programs. The thematic integrated approaches to using literature enhance the range of possibilities for children to have experiences with books.)

Sims. R. (1982). *Shadow & substance: Afro-American experience in contemporary children's fiction:* Urbana, IL: National Council of teachers of English.
(Sims' literacy analysis categories: *social conscience, melting pot* and *culturally conscience* retain relevance for readers seeking to understand about story characters and events as object of another's thoughts and observations compared to characters and events perceived as subjects of one's thoughts and observations.)

Sullivan, Charles. (Ed.) (1994). *Here is my kingdom: Hispanic-American literature and art for young people.* New York: Harry Abrams, Incorporated- A Times Mirror Company.
(Louis Cancel's forward to these collective works states, " . . . that you are only skimming the surface of a rich literary and historical tradition . . . " of the thousands of other Latino artists whose visions await discovery. He reminds readers to not be confused by the "manageable" Hispanic label because Latinos see each other as Puerto Rican, Cubans, Mexican Americans, Nuyoricans, Chicanos. Guatematecos, to name a few. Many diverse cultural groups reflect the Latinos in the United States.)

Zarrillo, James (1994). *Multicultural literature, multicultural teaching : Units for the elementary grades.* Orlando, FL: Harcourt Brace College Publishers.
(Zarillo's book lists tend to promote majority authors who write about "other" ethnic / cultural characters, even though the book lists contain numerous authentic voices. The literature approach, in this otherwise practical resource, emphasizes author, genre, thematic, and cross curricular units.)

Listing sources that sell multiethnic / multicultural books

Teachers, parents and librarians frequently must search beyond the local book stores and libraries to find a diverse collection of books for their needs. Here are a few sources to get your list started.

AFRICAN AMERICAN IMAGES
1909 W. 95th Street
Dept. W/S '96
Chicago, IL 60643
1- 800 552-1991
(312) 445-0322
FAX: (312) 445-9844

BOOKS FOR OUR CHILDREN
P.O. Box 1347
Venice, CA 90291
Customer Service:
(310) 390-4907
FAX: (310) 398-5343

CHILDREN'S BOOK PRESS
246 First Street, Suite 101
San Francisco, CA 94105
(415) 995-2200
FAX: (415) 995-2222

THE GREAT CRATE BOOK COMPANY
1000 North Second Ave.
P.O. Box 500
Logan, IA 51546-1099
1-800 543-2745
FAX: (712) 644-2392

MULTI-MEDIA EDUCATION
19363 Livernois
P.O. Box 21429
Detroit, MI
(313) 342-1261
1-800 342-1261
FAX: (313) 342-0188